



Emmbrook Infant School's Local Offer

Emmbrook Infant School is located in Emmbrook Village and has a strong community feel, sitting alongside the Junior School and The Emmbrook Senior School. It has a capacity of 180 pupils, 30 per class.

Our school is a very inclusive, safe and healthy community where every child matters and will know they are valued. We strive to provide exciting, inspiring and enjoyable learning experiences.

Our mission statement TEAM-Together Everyone Achieves More - summarises the sense of togetherness that exists in our school and the strong sense of care and nurture that is evident in all areas of school life.

1. Identification of Special Educational Needs and Disabilities (SEND)

1.1 How does the school identify children/young people with special educational needs and disabilities?

- On-going teacher observations, assessments, experience.
- Screeners e.g. dyslexia, reading, spelling, Progress in Maths
- Outside agency reports
- Talk to parents and use their knowledge
- Experiences shared from previous schools and settings.

1.2 What should I do if I think my child has SEND?

- Contact class teacher initially regarding concerns if in school
- Meet with SENCO and Head
- If pre-school child, contact school to arrange a meeting with SENCO and Head

2. Support for children with special educational needs

2.1 If my child is identified as having SEND, who will oversee and plan their education programme?

Class teacher with SENCO in consultation with parents

2.2 How will I be informed / consulted about the ways in which my child is being supported?

- Parents evenings
- Annual reports

- Annual reviews if child has a statement of educational need
- Meetings as needed with class teacher or SENCO
- If the child is at School Action plus, they will have an Individual Education Plan (IEP)

2.3 How will the school balance my child's need for support with developing their independence?

- Individual Education Plan (IEP)
- Visual timetables
- Planners
- Group support plans
- Small group inputs or support to recap key learning points

2.4 How will the school match / differentiate the curriculum for my child's needs?

The curriculum will be differentiated based on each individual child's need, taking in to account teacher assessments, advice from outside agencies, the need for small group or 1:1 if needed for specific interventions.

2.5 What teaching strategies does the school use for children with learning difficulties, including autistic spectrum disorder, hearing impairment, visual impairment, speech and language difficulties?

Each child's needs are looked at individually to determine the best strategies for them.

Strategies include:

Differentiated activities within the age-appropriate curriculum

Visual support including pictures, writing frames or word banks

Visual timetables

Social Stories

Calm place within classroom

Then and now cards

Reward systems

ICT support

Help walls

Small steps with specific achievable objectives

Multi-sensory approach to activities

2.6 What additional staffing does the school provide from its own budget for children with SEND?

- Nurture Assistant
- Teaching Assistants in each year group
- Additional teaching assistants and teachers to support specific interventions

2.7 What specific intervention programmes does the school offer to children with SEND and are these delivered on a one to one basis or in small groups?

Type/Title of Intervention	<input checked="" type="checkbox"/> One to one	<input checked="" type="checkbox"/> Small group
Catch-Up Reading		√
Catch-Up Maths		√
1:1 Reading	√	
Targeted Phonics		√
Nurture Assistant	√	√
Circle of Friends (social skills)		√
Digger Handwriting Group		√
5 Minute Box-Maths	√	
5 Minute Box- English	√	

2.8 What resources and equipment does the school provide for children with SEND?

This will vary for each child but we will endeavour to provide resources as each child with SEND requires. Any resources and equipment that a child needs will be considered based on recommendations made by specialist services. Currently we have the following resources and equipment in school:

- Sloping desks
- Triangular Pencils and pencil grips
- Coloured paper and books
- Coloured overlays
- Amplified sound system in every classroom and the hall

2.9 What special arrangements can be made for my child when taking examinations?

- Additional time
- Scribes
- Readers
- Quiet areas.

3. My child's progress

3.1 How will the school monitor my child's progress and how will I be involved in this?

- On-going Teacher Assessments
- Standardised tests that give standardised scores and comparative ages
- IEP Meetings and parents evenings – a chance to give input from home experiences

3.2 When my child's progress is being reviewed, how will new targets be set and how will I be involved?

See above

- IEPs are constantly being reviewed and updated based on everyday observations from school staff, as well as from advice from outside agencies and parents.

3.3 In addition to the school's normal reporting arrangements, what opportunities will there be for me to discuss my child's progress with school staff?

- IEP meetings for children who are school action plus each term.
- Annual reviews if the child has a statement of education need
- Teachers are happy to arrange meetings to discuss issues

3.4 What arrangements does the school have for regular home to school contact?

- Teachers are always happy to arrange a meeting to discuss issues regarding a child.
- If it is felt to be useful, home school link books can be used

3.5 How can I help support my child's learning?

- Read every day at home
- Support home learning activities
- Visit places of interest at the weekend

3.6 Does the school offer any help for parents / carers to enable them to support their child's learning, eg. training or learning events?

- The school runs regular curriculum evenings throughout the year for specific subjects where ways to support your child are shown
- Parenting courses are also offered during each academic year

3.7 How will my child's views be sought about the help they are getting and the progress they are making?

- Termly conferencing meetings between the child and their teacher
- If they have a statement of special educational need, they will discuss this in preparation for the Annual Review

3.8 What accredited and non accredited courses do you offer for young people with SEND?

- N/A

3.9 How does the school assess the overall effectiveness of its SEN provision and how can parents / carers and young people take part in this evaluation?

- Monitoring progress via Teacher Assessments, standardised scores
- Outside agencies review objectives set and progress made towards these
- Impact of interventions
- Discussion with children as appropriate and parents.
- Children are aware of own learning targets and next steps

4. Support for my child's overall well being

4.1 What support is available to promote the emotional and social development of children with SEND?

- Nurture Assistant
- Specific interventions e.g. Circle of Friends, Peer Mediators, 1:1 time, Social stories

4.2 What support does the school put in place for children who find it difficult to conform to normal behavioural expectations and how do you support children to avoid exclusion?

- Behaviour Support Plans
- 20/20/20 lunchtimes
- Quiet areas around the school setting (maybe in corridors/shared areas)
- Clear guidelines of choice-Traffic Light System
- Rewarding the Golden Rules

4.3 What medical support is available in the school for children with SEND?

- First Aid
- Hearing Impairment support-Radio aids etc
- Staff will take on any training as needed to support medical needs of any child

4.4 How does the school manage the administration of medicines?

- Specifically trained adults according to individual needs of children
- First aiders
- Medicine policy

4.5 How does the school provide help with personal care where this is needed, eg. help with toileting, eating etc ?

- Disabled toilet (located in year 1) / shower
- 1:1 to support child to manage their personal care
- or during snack and meal times if required

5. Specialist services and expertise available at or accessed by the school

5.1 What SEN support services does the school use, eg. specialist support teachers, educational psychologists, teachers for hearing impairment and visual impairment, ASD advisory teachers, behaviour support teachers etc ?

- We use all of the above support services for specific children plus
- Family support workers
 - CAMHS doctor
 - Occupational Therapists
 - Physiotherapists
 - Speech and Language Therapists
 - Vulnerable Children's Education
 - CAFCAS Officer
 - Teachers for Hearing Impairment as part of the school team

5.2 What should I do if I think my child needs support from one of these services?

- Speak to SENCO who will advise next steps and make referrals as necessary

5.3 How are speech and language therapy, occupational therapy and physiotherapy services provided?

- In school staff follow programmes provided by these services for individual children
- Specialists come in to support from time to time depending on each child's needs

5.4 What should I do if I think my child needs to be seen by a speech and language therapist, occupational therapist or physiotherapist?

- Single point entry referral can be made via the SENCO. This can sometimes be done through the GP as well.

5.5 What arrangements does the school have for liaison with Children's Social Care services?

- School has access to children's social care services if required.

6. Training of school staff in SEND

6.1 What SEND training is provided for all school staff?

- Regular SEN staff meetings
- A time to discuss children with SEND is allocated to every Senior Team meeting agenda
- Training is provided dependent on current needs
- SENCO / Head attend a lot of training and share with staff

6.2 Do teachers have any specific qualifications in SEND?

- We have 3 qualified teachers of the Deaf
- No specific qualifications but much experience in dealing with a range of SEND pupils
- SENCo has National Award for Special Educational Needs Co-ordination

6.3 Do teaching assistants have any specific qualifications in SEND?

- Teaching Assistants are given opportunities to attend courses and training to further develop their knowledge and understanding of areas of SEN. Recent courses attended include Nurture Assistants, Early Bird plus, Dyslexic, Speech and Language Support, occupational therapy support, Attachment Disorder
- 3 teaching assistants with hearing impairment training- including BSL signing-Level 1 and 2

7. Activities outside the classroom including school trips

7.1 How do you ensure children with SEND can be included in out of school activities and trips?

- All children are included in out of school activities and trips in discussions with parents and risk assessment undertaken in line with the Local Authority guidelines. Parents may accompany their child if necessary or 1:1 support may be provided depending on the level of need.

7.2 How do you involve parents / carers in planning the support required for their child to access activities and trips?

- Through discussions with parents and school staff. Advice is also taken from the place to be visited in terms of their facilities and accessibility.

8. Accessibility of the school environment

8.1 How accessible is the building for children with mobility difficulties / wheelchair users?

- The school has wheelchair access via a ramp at the rear of the playground.
- Disabled toilet (Year 1)
- 1 stair lift

8.2 Have adaptations / improvements been made to the auditory and visual environment?

- All classrooms and the hall have sound systems.

8.3 Are there accessible changing and toilet facilities?

Yes – toilet with shower

8.4 How do you ensure that all the school's facilities can be accessed by children with SEND?

- All areas can be accessed by a wheelchair if required.
- All doors are wide enough for wheelchair access

8.5 How does the school communicate with parents / carers who have a disability?

As previously stated

- Using BSL Sign Language

8.6 How does the school communicate with parents / carers whose first language is not English?

- We use translators where appropriate/necessary

9. Preparing my child to join the school or to transfer to a new school or the next stage of education and life

9.1 What preparation will there be for both the school and my child before he or she joins the school?

- Home visits with school staff
- Liaison with current pre-school or setting and visits to meet the child in that familiar setting
- Planned transition includes visits into school for the family
- Photo book
- School brochure and information pack
- Meetings with the family and specialist services involved with them
- SENCO to attend TAFs, annual reviews etc if appropriate

9.2 How will my child be prepared to move on to the next stage within school, e.g. class or key stage?

- Additional transition visits (for both parents and child. e.g. going for story time)
- Photos of key adults and places in the new team
- Next teacher to see child in current setting or team area
- Parents introduced to teachers / T.As as appropriate
- Teachers meet to pass on information including academic and social needs, specific strategies that work, medical details

9.3 How will my child be prepared to move on to his or her next school?

As above

- Summer transition Art Course
- Additional visits where required including meeting/working with any future support staff

9.4 How will you support a new school to prepare for my child?

- Meet and discuss individual needs in year 2 if the child has a statement of educational need
- Suggest new school come to visit child in current setting
- Share good practise and strategies with new school staff
- Teaching Assistant may accompany visits to new school
- Vulnerable child transition programme is offered by some schools
- Teachers meet to pass on information including academic and social needs, specific strategies that work, medical details

9.5 What information will be provided to my child's new school?

- In discussion with parents, school will share records of interventions, impact, assessments (including teacher assessments, statutory assessments and other standardised tests carried out), diagnosis and strategies that have been developed and been successful

9.6 How will the school prepare my child for the transition to further education or employment?

n/a

10. Who can I contact to discuss my child?

- Class teacher
- SENCO
- Head

10.1 Who would be my first point of contact if I want to discuss something about my child or if I am worried?

As previously stated

10.2 Does the school offer any specific support for parents / carers and families (such as Family Support Workers?)

- School can contact the Family and Parenting Support team or Vulnerable Children's Education team should home schooling be needed at any time

10.3 What arrangements does the school have for signposting parents / carers to external agencies which can offer support, such as voluntary agencies?

- School tries to keep up to date contacts for agencies such as Reach and is always happy to help parents/carers find support groups as needed

10.4 What arrangements does the school have for feedback from parents, including compliments and complaints?

- Feedback via annual parent questionnaire
- Feedback via FS2 questionnaire
- Feedback via the website
- Feedback at parents' evenings and curriculum evenings
- Contact SENCO or Head to deal with complaints